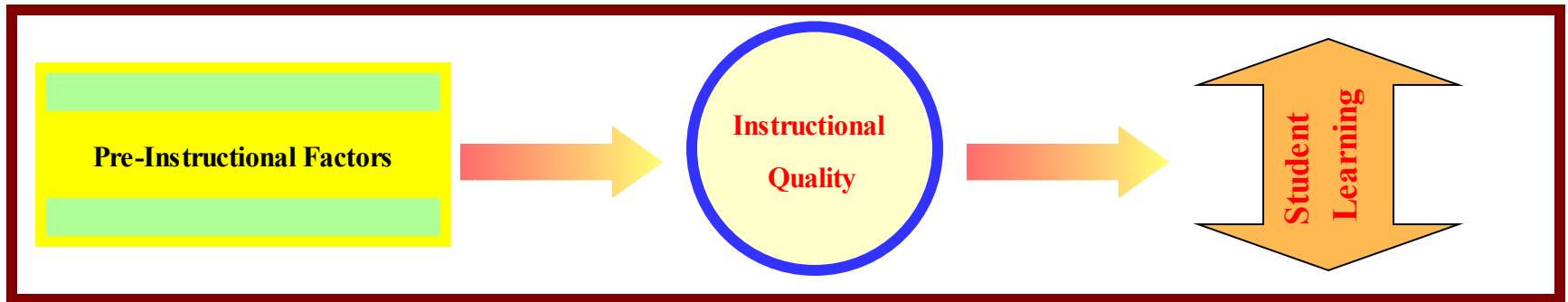




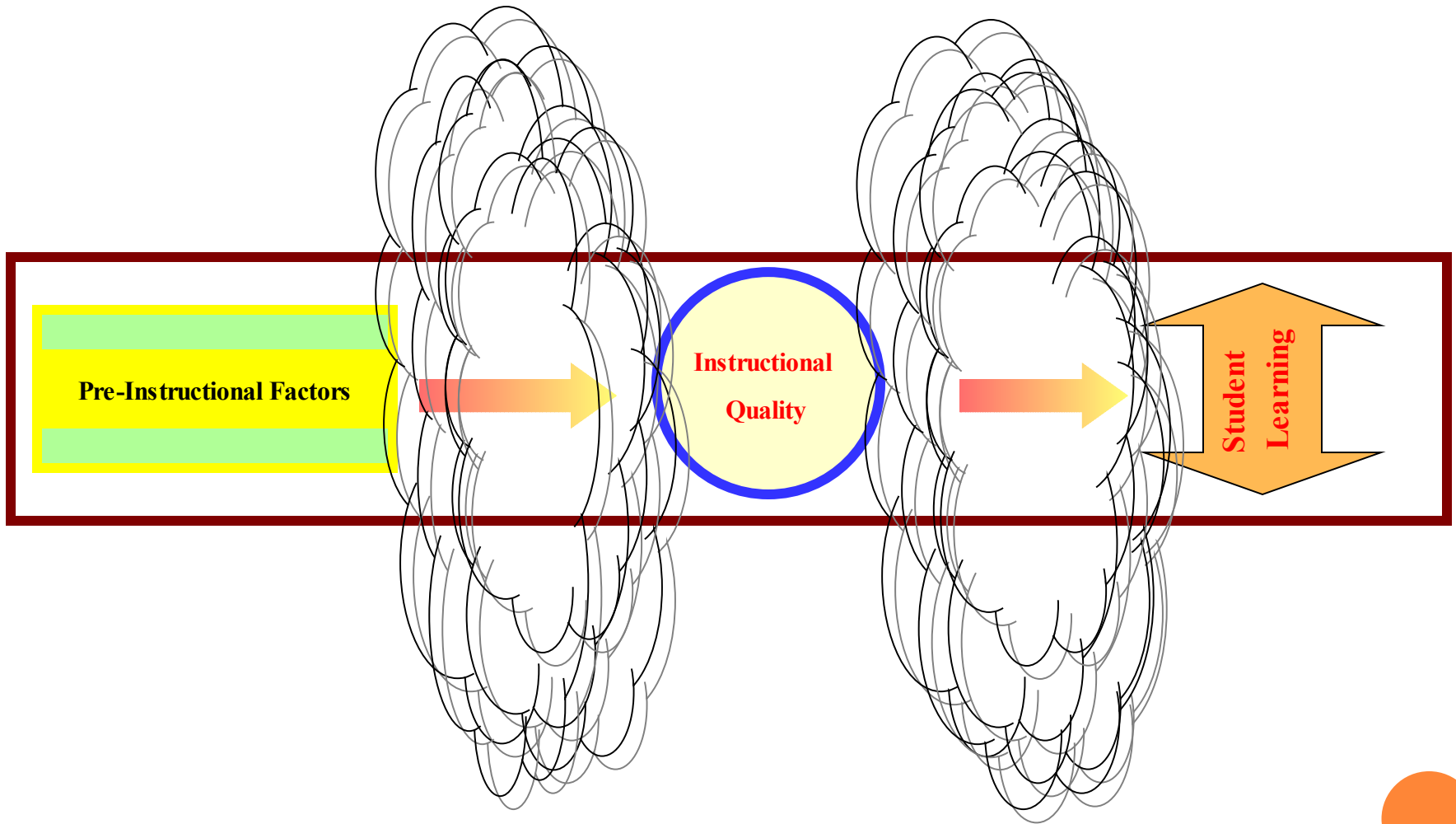
USBE DIFFERENTIATED COMPENSATION WORK GROUP

**Progress Report
August 21, 2008**

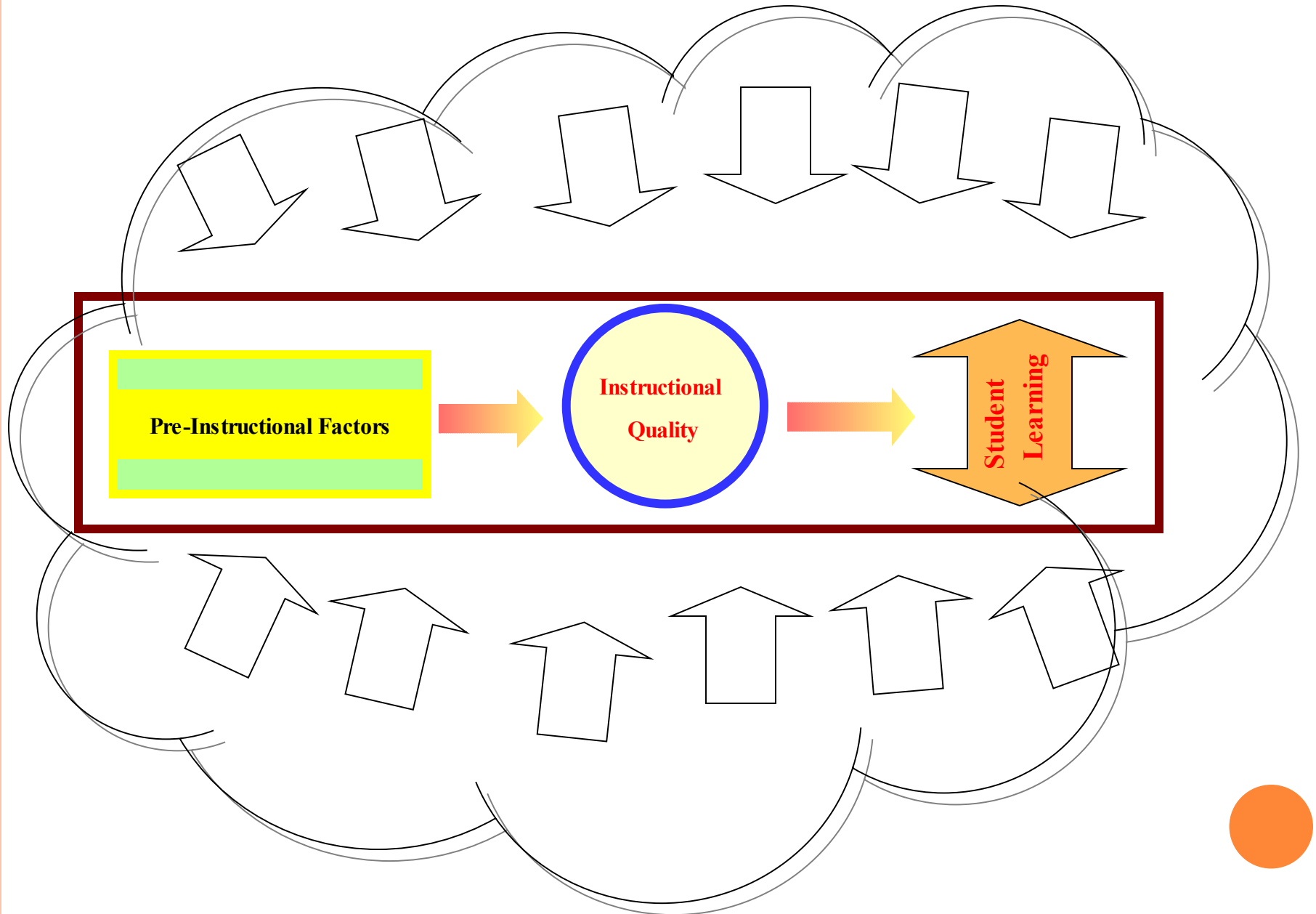
Placing Differentiated Compensation In a Conceptual Framework



Complex Intervening Variables and Unclear Causal Relationships



Complex and Varied External Forces



THE PARTNERSHIP

- State Board of Education and USOE
- West Ed
 - ▢ Southwest Comprehensive Center
 - ▢ Learning Point Associates
 - ▢ National Comprehensive Center for Teacher Quality

As part of their charge to build capacity related to teacher quality issues, these partners are contributing staff and expertise using their own budget resources.



WHY DIFFERENTIATED COMPENSATION?

- Focus on increasing student learning and raising student achievement by rewarding high quality instruction.
- Compensation is currently differentiated, but not necessarily in ways that drive student achievement performance goals through instructional quality.



COMPENSATION CONCEPTS

Five Elements for a Differentiated Compensation Plan

- Instructional Quality
- Student Achievement
- Parent and Community Voice
- Teamwork and collaboration
- Professional roles and responsibilities



WHY THESE FIVE?

Instructional Quality

- It is the core process in the education enterprise.
- The most effective way to increase student learning is to improve instruction. A compensation plan should reward improvement of instructional practice.
- Focus on instruction creates the most direct relationship between teacher performance and monetary rewards.



WHY THESE FIVE?

Student Achievement

- Student learning is the end result of our work and the expectation of public education stakeholders, in the same way that profits are the end result of a private commercial venture and the expectation of its shareholders.
- Student results, properly used, inform and guide instructional quality.
- Despite measurement challenges, there is general agreement that test scores, while imperfect, are sufficiently valid to use in decision-making.



WHY THESE FIVE?

Parent and Community Voice

- Ensures a direct and specific voice for parents regarding instructional quality.
- Provides external feedback to schools and districts.
- Increases expectations of schools to build and sustain meaningful partnerships and relationships.



WHY THESE FIVE?

Teamwork and Collaboration

- Ensures that differentiated compensation is not divisive or destructive to positive school climate.
- Invites and nurtures mentoring relationships and instructional coaching.
- Assures that all school employees feel a responsibility to achieve excellence in the academic performance of every child.



WHY THESE FIVE?

Professional Roles and Responsibilities

- There is value in the experience and knowledge of outstanding teachers.
- The current system is inadequate in transferring outstanding practice to novice teachers entering the profession.
- Increasing local capacity of individual schools (instead of continuing reliance on outside “experts”) provides for sustainable excellence.



CONCEPT COMPENSATION MODEL

Elements of Differentiated Compensation

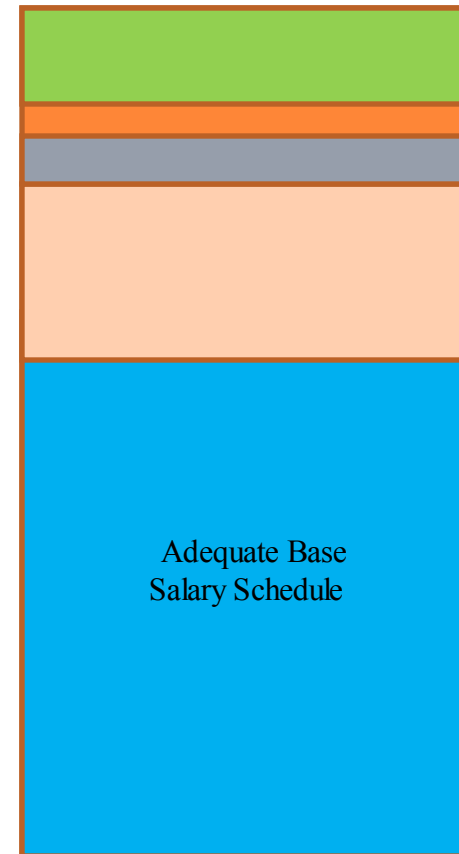
Student Outcomes and Community Voice (up to 25% of DC)

Professional roles and responsibilities (up to 10 % of DC)

Teamwork and collaboration (up to 15 % of DC)

Instructional Quality (up to 50 % of DC)

One of the challenges:
What would be the
proportional share of each
element?

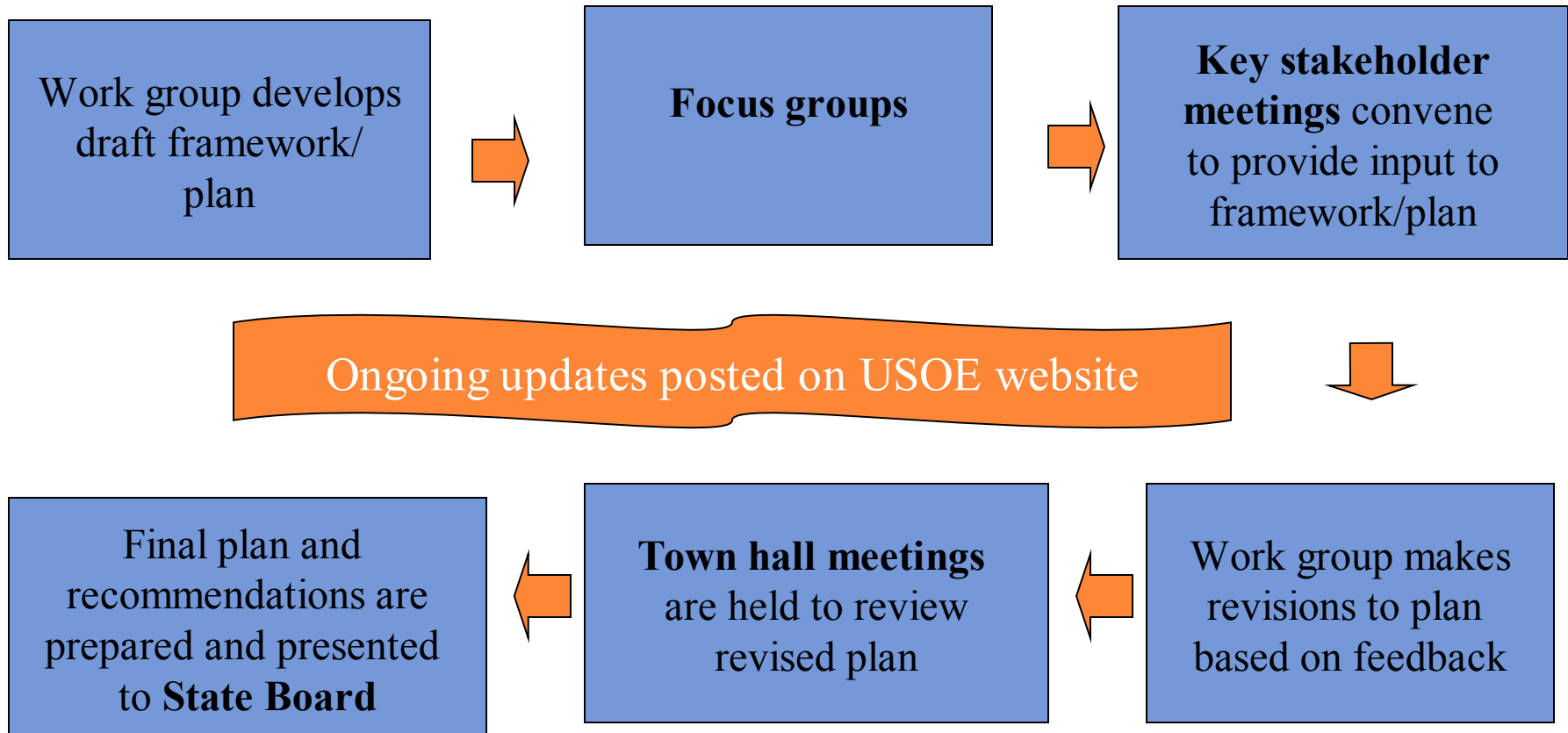


WHAT IS NEXT?

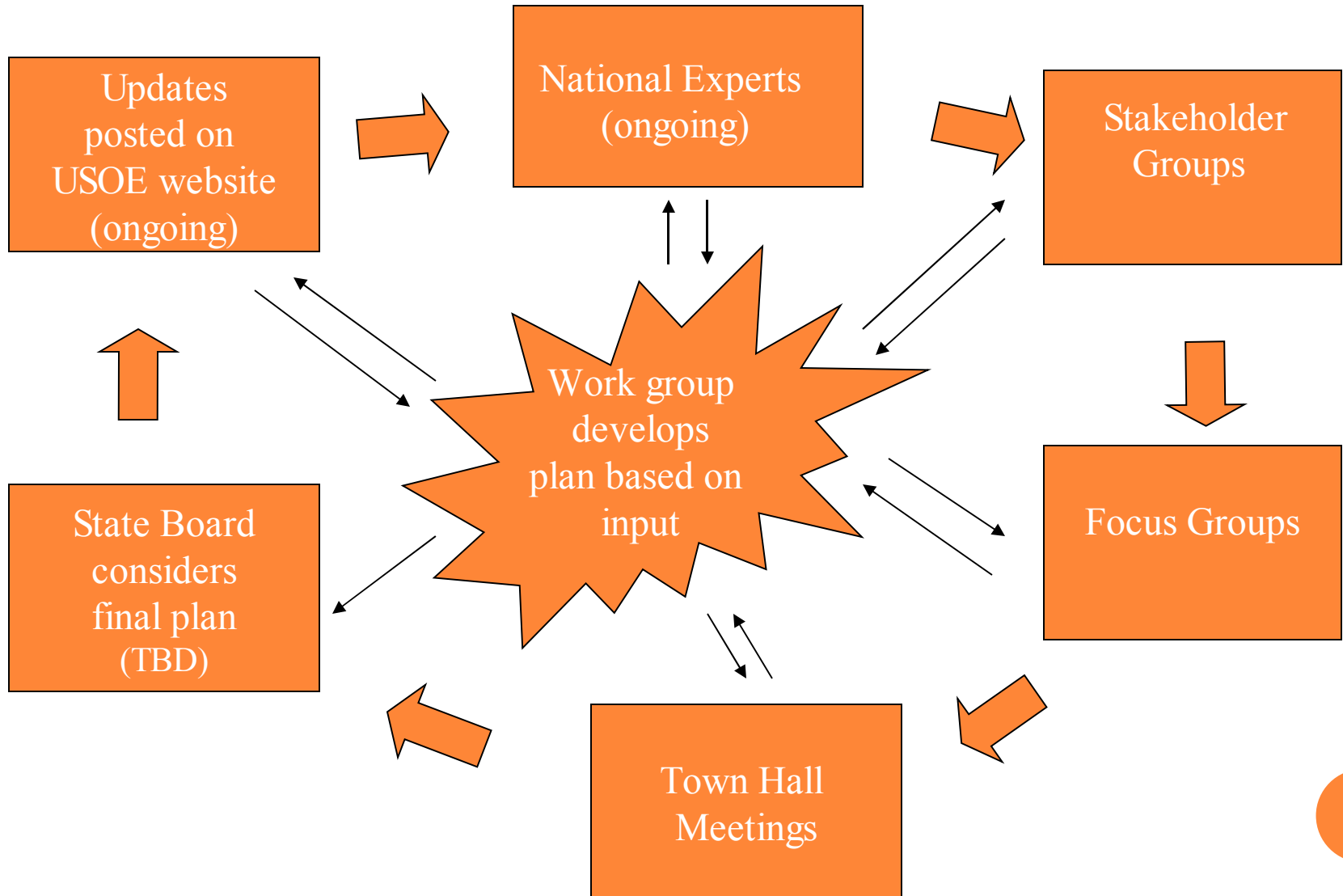
- Outreach to Stakeholders
 - Focus Groups (teachers, principals, parents, community)
 - Key Stakeholder Group Meetings (Superintendents, school boards, professional associations)
 - Town Meetings
- Feedback loops
- Detail development



OUTREACH PROCESS



FEEDBACK LOOPS



KEY CHALLENGES

Challenges

- Effectively using student achievement data.
- Measuring instructional quality efficiently, fairly, reliably, and with validity.
- Balancing local and state control.
- Bringing educators “on board.”
- Avoiding a rush to a conclusion while maintaining momentum in the process.
- Developing models that recognizes the contribution of all the employees in the education system.

